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ABSTRACT

This document presents the Guam Adult Education Quality Performance Indicators to enable Guam Community College to promote program improvements in the adult education programs it offers to Guam's educationally disadvantaged adult learners. Definitions are provided of these terms: quality performance indicator, performance measure, and performance standard. Four major components make up the quality performance indicators: educational gains, curriculum review, student recruitment, and student retention. Each component consists of an indicator, discussion, performance measures, performance standards, and reporting process. A glossary and a chart illustrating performance levels for English as a second language are appended. (YLB)

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GUAM ADULT EDUCATION
QUALITY PERFORMANCE INDICATORS

ADULT EDUCATION ACT
Public Law 100-297
AMENDED BY THE NATIONAL LITERACY ACT OF 1991
Public Law 102-73

GCC

GUAM COMMUNITY COLLEGE

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Accredited by the
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Schools and Colleges

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Vocational and Adult Education

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GUAM ADULT EDUCATION
QUALITY PERFORMANCE INDICATORS

OVERVIEW

General Information:

Passage of the National Literacy Act of 1991 amended the Adult Education Act and mandates States to develop and implement program quality indicators. These indicators termed also as quality performance indicators will be used to evaluate adult education programs.

The amendments further require consultation with community representatives from other agencies (i.e., JTPA, JOBS, etc.), educators, administrators, and the public, by conducting two public hearings. GCC's existing Adult Education Task Force reviewed and revised the attached draft of the indicators that resulted in a system worthy of consideration by the Board of Trustees. In order to keep the indicators manageable and consistent with existing collectable data, four indicators were recommended for development.

Thrusts of Quality Performance Indicators are:

-to determine if the programs are improving literacy skills,

-to determine the appropriateness of the curricula, and

-to determine if the programs are serving the intended population through recruitment and retention activities.

Final Proposal:

As the National Literacy Act specifies, the quality performance indicators need to encompass gains in literacy skills, recruitment, and retention. Additionally, a program process in curriculum is included.

GUAM ADULT EDUCATION
QUALITY PERFORMANCE INDICATORS

Adopted by the Guam Community College
Board of Trustees/State Board of Control for Adult Education
on April 21, 1993

PURPOSE

The ensuing quality performance indicators will enable the College to promote program improvements in the Adult Education Programs it offers to Guam's educationally disadvantaged adult learners. Quality will then be assured and result in an adult learner being better able to function in the employment arena and society.

DEFINITION

Quality Performance Indicator	A variable capable of demonstrating productive performance.
Performance Measure:	Reliable data that indicates performance quantitatively.
Performance Standard:	A defined acceptable level of performance.

COMPONENTS

Four major components make up the quality performance Indicators. These are:

I. Educational Gains
II. Curriculum Review
III. Student Recruitment
IV. Student Retention

I. EDUCATIONAL GAINS

Indicator (1): Adult Learners attain basic English communication skills necessary for effective interaction in society.

Discussion: Effective interaction in society may be indicated by the adult learner's ability to travel, socialize, secure employment, conduct business, and maintain a household. As such, all these require communication skills.

Performance Measures:

ESL Level 1, (listening task, oral interview)
ESL Level 2, (cloze, listening task, oral interview)
ESL Level 3, (cloze, listening task, oral interview)
ESL Level 4, (Cloze, listening task, oral interview)

Performance Standards:

ESL Level 1, adult learner will demonstrate 70% accuracy on competencies required for Level 1.

ESL Level 2, adult learner will demonstrate 70% accuracy on competencies, required for Level 2.

ESL Level 3, adult learner will demonstrate 70% accuracy on competencies required for Level 3.

ESL Level 4, adult learner will demonstrate 70% accuracy on competencies required for Level 4.

See attached for details.

Reporting Process:

Eligible recipients for continuing programs will submit annually to the State Agency, a narrative report detailing the results of gains in all ESL classes. Gains are derived from comparisons between pre and post evaluations. The report is due annually on September 30. The first reporting period commences July 1, 1993, and includes Fall Semester 93, Spring Semester 94, and Summer 94; the report is due September 30, 1994. Succeeding reports will include Fall, Spring, and Summer Semesters.

Eligible recipients requesting new funding will report results of pre and post evaluations no later than four (4) weeks after closure of the term or semester whichever is applicable.

II. CURRICULUM REVIEW

Indicator (2): Program curricula are adapted to the adult learners learning mode and communication level.

Discussion: Adult learners bring into the classroom diverse abilities and experiences. Curriculum planning and instructional approaches need to center on the diversity, and begin at a reference point that is familiar and progress to the unfamiliar.

Performance Measures: Eligible recipients will produce current curriculum guides and instructional plans that reflect the adult learners diverse background, learning style, and communication skills. Additionally, eligible recipients will conduct assessments of the adult learners, faculty and program; and use the resulting data when developing curriculum materials.

Performance Standards:

Each eligible recipient will maintain a current curricula library reflective of diverse learning styles and communication skills. Revision and addition of curricula will be ongoing to meet the needs of the adult learner. Curricula will meet the standards of the GCC curriculum procedures. Eligible recipients requesting initial funding will provide evidence of adult learner assessment.

Reporting Process:

Eligible Recipients with continuing programs will submit annually to the state Agency, beginning July 1, 1993, samples of updated curricula. Other eligible recipients requesting for initial funding will submit during the application process results of needs assessments, samples of curricula, and a synopsis of the curriculum activity. All eligible recipients from continuing programs will submit annually to the State Agency, a narrative report and/or statistical data describing the results of adult learner assessments. The first report on adult learner assessment under continuing programs is due September 30, 1994.

III. STUDENT RECRUITMENT

Indicator (3)

Adult learners in need of adult education are recruited.

Discussion:

Adult education programs should not be esoteric. The intended population needs to know about the services available to enhance their participation in society by being productive both for themselves and for the community.

Performance Measures:

There will be evidence of a recruitment plan or process to recruit adult learner population, specified by the Adult Education Act and amended by the National Literacy Act.

Performance Standards:

A recruitment plan or process will be developed and comprised of Public Service Announcements (PSAs), Newspaper advertisements, graduation announcements, brochures, class schedules, and speakers bureau.

Reporting Process:

Continuing programs will submit every September 30, samples of recruitment activities, as a part of a recruitment plan or process. Programs seeking new funds will include recruitment as a program objective, and submit samples of recruitment activities no later than four (4) weeks after closure of the term or semester whichever is applicable.

IV. STUDENT RETENTION

Indicator (4):

Adult learners remain in the program to complete a specified course or sequential course of study.

Discussion:

Time spent in a particular course or sequence of courses is an important factor for the adult learner's progress. Therefore, retention may be measured in terms of progress made toward the fulfillment of the adult learner's educational needs.

Performance Measures:

Total number of hours per course or sequence of courses will be established by the eligible recipients.

Performance Standards:

a. Single course, 50% of adult learners will satisfactorily complete a specified course.

b. Sequence of courses, 20% of adult learners will progress from a lower level course to a higher level course.

c. Curriculum guides and/or course syllabi will specify hours needed for course completion.

Reporting Process:

Eligible recipients with continuing programs will annually submit a narrative report to the State Agency, detailing percent completers of adult learners in specified or single courses and the percentage of students progressing from one level to another. Eligible recipients requesting new funding will report completion and progression no later than four weeks after closure of the term or semester whichever is applicable.

All eligible recipients will submit with their narrative reports, evidence of course completion hours, i.e., the average number of hours completed per course.

The first reporting period commences July 1, 1993, and includes Fall Semester '93, Spring Semester '94, and Summer '94. The report is due September 30, 1994. Succeeding reports will include Fall, Spring and Summer Semesters. Reports are due every September 30th.

GLOSSARY

ADULT LEARNER	An individual, at least 16 years old, who is educationally disadvantaged and in need of either basic skills education, literacy upgrading and/or high school completion.
BOARD OF TRUSTEES	The governing body of the Guam Community College which serves as the State Agency for Adult Education.
CLOZE TEST	Form of evaluation using a passage in which grammatical and/or lexical items have been deleted. The student has to decide which words best fill the gaps and write them in to complete the passage.
COLLEGE	Guam Community College (GCC)
EDUCATIONALLY DISADVANTAGED	An adult whose basic skills are equivalent to or below the fifth grade or an adult placed in the lowest or beginning level of an adult education program.
ELIGIBLE RECIPIENTS	Agencies or groups then can receive funding to administer adult education programs. Eligible are: Academic Education Services Division of GCC, Guam Department of Corrections, registered community-based organizations, public or private non-profit groups, accredited post- secondary institutions, and agencies able to provide literacy services.

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cc: John T. Cruz, President/State Director
Task Force Members

ENGLISH AS A SECOND LANGUAGE -- PERFORMANCE LEVELS

LEVEL	GENERAL LANGUAGE ABILITY	
	PRE	POST
Level 1	Zero English	Functions minimally, if at all, in English. Can handle only very routine entry-level jobs that do not require oral communication and in which all tasks can be easily demonstrated.
Level 2		Functions with some difficulty in situations related to immediate needs. Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.
Level 3		Can satisfy basic survival needs and some limited social demands. Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.
Level 4		Can satisfy survival needs and routine work and social demands. Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.